



Canadian International School of Egypt (CISE)
El Tagoma, El Khames,
4th District, Zone 6, New Greater Cairo, Egypt
Telephone: 202-617-4500



Canadian International School of Egypt (CISE)
Social Sciences Department
GLE20- Learning Strategies: Skills for Success in Secondary School Grade 10

Course Outline

Teacher:	Jason Brazeau
Time:	September 2012, Semester 1
Course Title/Grade:	Learning Strategies: Skills for Success in Secondary School Grade 10
Course Type:	Open
Ministry Course Code:	GLE20
Credit Value:	1
Prerequisite	None
Ministry Document:	The Ontario Curriculum, Guidance and Career Education Grades 9 & 10, 2006

Course Description

This course focuses on learning strategies to help students become better, more independent learners. You will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve your learning and achievement in school, the workplace, and the community. This course helps students to build confidence and motivation to pursue opportunities for success in secondary school and beyond.

Overall Curriculum Expectations

1. Learning Skills- *by the end of this course, students will*

- a. Identify and use a variety of literacy skills and strategies to improve reading, writing, and oral communication in everyday contexts;
- b. Identify and use a variety of numeracy skills and strategies to improve their practical application of mathematics in everyday contexts;
- c. Demonstrate an understanding of learning skills and strategies required for success in school.

2. Personal Knowledge and Management Skills- *by the end of this course, students will*

- a. apply knowledge of their personal skills and learning strengths to develop strategies for success in secondary school
- b. identify and describe personal-management skills required for success, and explain their use to help maximize learning
- c. demonstrate the use of personal-management skills and strategies to enhance learning

3. Interpersonal Knowledge and Skills- *by the end of the course, students will*

- a. identify and describe the knowledge and skills necessary for successful interpersonal relations and teamwork

- b. assess their interpersonal and teamwork skills and strategies, and explain how those skills requiring further development affect their learning
- c. demonstrate the ability to apply appropriate interpersonal and teamwork skills in a variety of learning environments

4. Exploration of Opportunities- *by the end of the course, students will*

- a. apply their knowledge of school, work, and community involvement opportunities to develop a personal learning plan
- b. demonstrate an understanding of school and community resources and how these can be utilized to support their learning needs
- c. develop a portfolio of documents pertaining to self-assessment, research, and career exploration that are necessary for planning a pathway for secondary school success

Description of Course Units

<u>Unit</u>	<u>Title</u>	<u>Time</u>
1	Becoming a Self-Directed Learner: Personal Knowledge and Management Skill	16
2	Becoming a Reflective Learner: Learning and Thinking Skills	20
3	Becoming a Lifelong Learner: Applying Personal Management Skills and Planning for Learning	18
4	Becoming an Effective Learner: Literacy and Numeracy	18
5	Becoming a Collaborative Learner: Working in Groups and Learning Through the Community	18
6	Culminating Unit	20
Total		110 Hours

Mark Breakdown and Assessment Evaluation

Your level of performance on a number of activities will determine your midterm and final grades. Each of the activities you complete in this course (including tests) will be directly tied to the following achievement areas:

- **Knowledge and Understanding** (evaluation of your knowledge of facts and terms and understanding of concepts and theories)
- **Thinking/Inquiry** (evaluation of your critical and creative thinking and inquiry skills)
- **Communication** (evaluation of your ability to communicate information and ideas in a variety of ways)
- **Application** (evaluation of your ability to transfer ideas, draw conclusions, make predictions, and make connections)

ASSESSMENT & EVALUATION

Essential Evidence

A. COURSE WORK

70%

-Quizzes, Tests, Assignments, Projects

B. CULMINATING ACTIVITIES

1: Culminating Activity

30%

NOTE: SOME ASSESSMENT/ EVALUATION COMPONENTS MAY BE ALTERED DEPENDING ON TOPIC INTEREST, CLASS DEMAND OR TIME CONSTRAINTS. STUDENTS WILL BE MADE AWARE OF ANY CHANGES WITH AN UNDERSTANDING THAT MODIFICATIONS ARE IN THEIR BEST INTEREST.

Achievement Chart

Percent Grade Range	Achievement Level	Summary Description
80-100%	4	A very high to outstanding level of achievement. Achievement is <i>above</i> the provincial standard
70-79%	3	A high level of achievement. Achievement is <i>at</i> the provincial standard
60-69%	2	A moderate level of achievement. Achievement is <i>below but approaching</i> the provincial standard
50-59%	1	A passable level of achievement. Achievement is <i>below</i> the provincial standard
Below 50%	<i>Insufficient achievement of curriculum expectations. A credit will not be granted</i>	

Late Assignment Policy

Students are expected to complete all assignments on time. Teachers and the principals will assist students in developing good work habits, including time management, and in developing the attitudes that lead to success in life, including pride in work done. The cooperation of parents is invited and is essential.

Assignments that are late or incomplete will result in responses ranging from required completion after school hours to the development and monitoring of an action plan with the student, parent, teacher(s) and the principal.

Academic Honesty

It is expected that all essays, assignments, projects and the like, presented by students for assessment, will be their own work. The advent of the Internet, which is a superb source of information for students, has led to a large increase in plagiarism the presentation of another person's work as your own. Plagiarism includes students copying into their work, sentences, paragraphs, graphics and so on from another author, without providing an acknowledgment of the source.

Plagiarism becomes an increasingly frequent problem as students get older. It is also a problem in post-secondary institutions, which regard it so seriously that they will often require a student who has been academically dishonest to withdraw from their program. The school wishes to cooperate with parents in developing students' commitment to academically honest practices. If a student presents work for assessment that contains another person's work, without adequate acknowledgement, the work will be returned un-assessed and parents will be contacted to set additional consequences, including suspension, depending on the grade and the extent of the plagiarism.

Plagiarized work will be assigned a zero grade.

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves and for others through acceptable behavior. Respect and responsibility are demonstrated when a student:

- Comes to school regularly, on time and ready to learn;
- Is prepared for all classes by bringing required material and completing homework assignments on time;
- Is responsible for any work missed in classes due to absence;
- Shows respect for themselves, for others and for those in authority;
- Develops self-discipline and shows courtesy through language and actions toward all members of the school community;
- Shows respect for school property and the personal belongings of others;
- Cooperates with other members of the school community;
- Resolves interpersonal conflicts and difficulties through discussions with the other person or through seeking assistance from school personnel;
- Refrains from bringing anything to school that may compromise the safety of others (e.g. alcohol, illegal drugs, weapons, objects which may be used as weapons);
- Follows the established rules and takes responsibility for his/her actions.

If you have any problems or issues throughout the year, I have an open door policy so please come and talk to me. If there is anything that I can do to help I would love to do so. You can also contact me through e-mail at jbrazeau@cise-eg.com.

Thanks

Jason Brazeau